

**Approaches to
Learning &
Cognition**

**Physical
Well-Being,
Health, & Motor
Development**

**Social &
Emotional
Development**

**General
Knowledge**

**Communication,
Language, &
Literacy**

Idaho Early Childhood Resource

Early Learning eGuidelines

What is “typical”?

What should young children know and be able to do?

What is essential for school readiness?

Now aligned to the Idaho Core Standards

The Idaho Early Learning eGuidelines answer these questions and more!



www.idahotc.com/earlychildhood



www.earlychildhood.dhw.idaho.gov

The Early Learning eGuidelines:

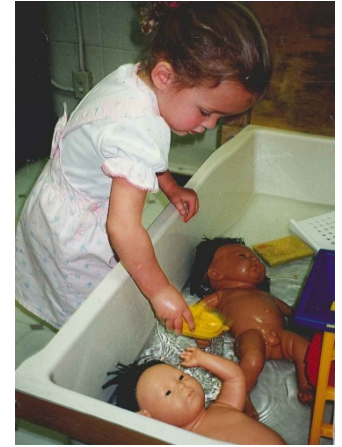
- Provides a web-based foundational document about child development
- Helps adults understand, teach, and nurture children birth to age five
- Covers all areas of development with research-based information
- Supplements Idaho's K-3 Standards in Social and Emotional Development and Approaches to Learning & Cognition up through 3rd Grade

IDAHO EARLY LEARNING eGUIDELINES DOMAINS & GOALS

Approaches to Learning & Cognition	Physical Well-Being, Health, & Motor Development	Social & Emotional Development	General Knowledge	Communication, Language, & Literacy
Approaches to Learning - Curiosity, Motivation, Exploration, & Experimentation - Creativity & Inventiveness - Confidence & Initiative - Persistence & Attentiveness - Reflection & Interpretation Cognition & Cognitive Process - Cause & Effect Reasoning - Ability to Build on Prior Experiences - Problem Solving - Compare, Contrast, Conjecture - Memory - Imitation Representational Thought & Play - Exploratory Play - Symbolic Play - Symbolic Representation	Motor Development - Gross Motor Skills, Balance, Motivation, Coordination - Fine Motor Skills: Prehension, Reaching, Manipulation - Sensory Motor Skills and Integration Physical Development - Physical Fitness, Stamina, Physical Activities Health & Personal Care - Daily Living Skills & Routines Nutrition & Feeding - Eats a Variety of Healthy Foods Safety - Safe Practices - Rules & Regulations	Social Development - Interactions with Adults - Friendships with Peers - Awareness of Behavior - Negotiation Skills - Group Participation - Sense of Humor - Adapting to Situations - Respect Similarities and Differences Emotional Development - Self as Unique Person - Belief in Own Abilities - Emotional Expression and Self-Regulation	Mathematics & Numeracy - Number Sense & Operations - Measurement - Properties of Ordering Science - Scientific Inquiry & Exploration - Scientific Thinking, Asking, Acting, & Problem Solving Social Studies - Culture - Time, Continuity, & Change - People, Places, & Environments - Individuals Fairness, Group Rights, & Responsibility - Practices for Citizenship in Democracy Creative Arts - Creative Expression - Appreciation for Arts	Communication - Listening - Oral Communication - Conventions of Social Communication Language - Receptive & Expressive Vocabulary - Grammar & Syntax - Comprehension & Meaning Literacy - Phonological Awareness - Letters & Symbols - Print Concepts - Comprehension of Print & Oral Stories - Writing Skills & Conventions - Use Print for Variety of Purposes English Language Learners - Competency in Home Language with Acquisition of English



eGuidelines Aligned to the Idaho Core Standards



The Idaho Early Learning eGuidelines conform with national models by organizing early childhood development into 5 key areas; Approaches to Learning and Cognitive Development; Physical Growth; Health and Well-being; Social and Emotional Development; General Knowledge (pre-academic's); and Communication, Language and Literacy (reading and writing). Development is holistic for the small child and all domains are interrelated. Recent brain development research emphasizes the importance of strong primary relationships and social emotional development, the sense of self as a competent learner, the ability to self-regulate and the foundational aspects on brain development included in Approaches to Learning as critical to future educational success. Idaho has developed a comprehensive research-based foundational document for our Early Learning eGuidelines (ELeGs) that provides a common language and framework for discussing and describing young children's typical growth. The ELeGs are used to guide policy, pre-service and in-service development, and best practice at all levels of early childhood. These eGuidelines have been adopted as Idaho's Early Learning Standards for Idaho's Special Education Preschool Programs. In addition, they are carefully aligned with Head Start/Early Head Start School Readiness Goals, and the Head Start Early Learning Framework. The ELeGs offer guidance on child development from birth to kindergarten for schools, Head Start Programs, parents, child care providers, and professional development organizations. In addition, the eGuidelines expand and support the K-12 Idaho Core Standards by addressing early social and emotional development and approaches to learning and cognitive development through the primary grades. These address key developmental issues that are necessary for successful learning and are used extensively by our early special educators in the development of Individual Education Plans (IEPs).

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Idaho State Department of Education

Idaho Core Language Arts Crosswalk to the Idaho Early Learning eGuidelines

36 months through Kindergarten

The ELeGs Domain One is divided into two subdomains: Approaches to Learning and Cognitive Development. The Approaches to Learning address a child's development in the areas of curiosity, creativity, initiative, persistence and attention to task. Cognitive development including causality, understanding as a cumulative process, symbolic play, and the development of logic (conjecture, hypothesis, multiple solution, and comparisons). This Domain addresses fundamental attributes and development that are essential for successful life-long learning. The Developmental Growth for each age group in this Domain is foundation for the development that supports the skills across the Idaho Core Standards.

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English Language Arts Standards » Reading: Literature



Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RL.K.1. With prompting and support, ask and answer questions about key details in a text.
Goal 54: Children demonstrate comprehension and meaning in language. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 15: Children participate in pretend or symbolic play. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 46: Children use creative arts to express and represent what they	RL.K.2. With prompting and support, retell familiar stories, including key details.

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	know, think, believe, or feel. Goal 54: Children demonstrate comprehension and meaning in language. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	
Goal 54: Children demonstrate comprehension and meaning in language. Goal 55: Children use language for a variety of purposes Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 15: Children participate in pretend or symbolic play. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 54: Children demonstrate comprehension and meaning in language. Goal 55: Children use language for a variety of purposes. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
Goal 51: Children use receptive vocabulary. Goal 52: Children use expressive vocabulary. Goal 53: Children demonstrate progression in grammar and syntax.	Goal 1: Children show curiosity and interest in learning and experimenting. Goal 4: Children sustain attention to tasks even when faced with challenges and frustration. Goal 6. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations. Goal 9: Children use prior relationships, experiences, and knowledge to expand understanding. Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 51: Children use receptive vocabulary. Goal 52: Children use expressive vocabulary. Goal 53: Children demonstrate progression in grammar and syntax.	RL.K.4. Ask and answer questions about unknown words in a text.

36-60 mths ELG goal aligned to ICS	60 through Kindergarten ELG goal aligned to ICS	Kindergarten Idaho Core Standards
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Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
	Goal 58: Children demonstrate awareness of print concepts.	RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 4: Children sustain attention to tasks even when faced with challenges and frustration. Goal 5: Children demonstrate an expanding ability to develop and carry out plans. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel. Goal 49: Children communicate effectively. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
		RL.K.8. (Not applicable to literature)

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	Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Goal 31: Children participate positively in group activities Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	RL.K.10. Actively engage in group reading activities with purpose and understanding.
	English Language Arts Standards » Reading: Informational Text	
Goal 59: Children demonstrate comprehension of printed materials and oral stories. Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 59: Children demonstrate comprehension of printed materials and oral stories. Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.

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	Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
	Goal 58: Children demonstrate awareness of print concepts.	RI.K.5. Identify the front cover, back cover, and title page of a book.
	Goal 58: Children demonstrate awareness of print concepts.	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them.	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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	Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	
	Goal 4: Children sustain attention to tasks even when faced with challenges and frustration. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
Goal 59: Children demonstrate comprehension of printed materials and oral stories.	Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Goal 48: Children demonstrate the meaning of language by listening.	Goal 31: Children participate positively in group activities. Goal 48: Children demonstrate the meaning of language by listening.	RI.K.10. Actively engage in group reading activities with purpose and understanding.
	English Language Arts Standards » Reading: Foundational Skills	
Goal 58: Children demonstrate awareness of print concepts. Goal 62: Children use writing skills and demonstrate knowledge	Goal 58: Children demonstrate awareness of print concepts. Goal 59: Children demonstrate comprehension of printed materials and oral stories. Goal 62: Children use writing skills and demonstrate knowledge of writing	RF.K.1. Demonstrate understanding of the organization and basic features of print.

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of writing conventions.	conventions.	
Goal 54: Children demonstrate comprehension and meaning in language. Goal 56: Children develop phonological awareness. Goal 61: Children demonstrate knowledge and use of letters and symbols.	Goal 54: Children demonstrate comprehension and meaning in language. Goal 56: Children develop phonological awareness. Goal 61: Children demonstrate knowledge and use of letters and symbols.	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Goal 57: Children demonstrate awareness of letters and symbols. Goal 61: Children demonstrate knowledge and use of letters and symbols.	Goal 57: Children demonstrate awareness of letters and symbols. Goal 58: Children demonstrate awareness of print concepts. Goal 61: Children demonstrate knowledge and use of letters and symbols.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Goal 59: Children demonstrate comprehension of printed materials and oral stories. Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	RF.K.4. Read emergent-reader texts with purpose and understanding.
	English Language Arts Standards » Writing	
Goal 49: Children communicate effectively. Goal 63: Children use writing for a variety of purposes.	Goal 3: Children are confident to initiate and complete activities using a variety of approaches. Goal 63: Children use writing for a variety of purposes.	W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing

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		about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Goal 63: Children use writing for a variety of purposes.	Goal 3: Children are confident to initiate and complete activities using a variety of approaches. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 63: Children use writing for a variety of purposes.	W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	Goal 63: Children use writing for a variety of purposes.	W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	Addressed in 3 rd Grade	W.K.4. (Begins in grade 3)
		W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.	Goal 1: Children show curiosity and interest in learning and experimenting. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel. Goal 62: Children use writing skills and demonstrate knowledge of writing conventions. Goal 63: Children use writing for a variety of purposes.	W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a

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	Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.	favorite author and express opinions about them).
	Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Addressed in 3rd Grade	W.K.9. (Begins in grade 4)
	Addressed in 3rd Grade	W.K.10. (Begins in grade 3)
	English Language Arts Standards » Speaking & Listening	
	Goal 30: Children demonstrate awareness of behavior and its effects on others. Goal 31: Children participate positively in group activities. Goal 38: Children regulate their feelings and impulses. Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if

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		something is not understood.
	Goal 27: Children trust, interact with, and seek assistance from adults. Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. Goal 59: Children demonstrate comprehension of printed materials and oral stories.	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Goal 55: Children use language for a variety of purposes.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. Goal 55: Children use language for a variety of purposes.	SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 63: Children use writing for a variety of purposes.	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
Goal 55: Children use language for a variety of purposes.	Goal 15: Children participate in pretend or symbolic play. Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 26: Children demonstrate awareness and understanding of safety rules. Goal 29: Children demonstrate positive negotiation skills. Goal 38: Children regulate their feelings and impulses. Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel. Goal 55: Children use language for a variety of purposes.	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

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	English Language Arts Standards » Language	
Goal 48: Children demonstrate the meaning of language by listening. Goal 49: Children communicate effectively. Goal 52: Children use expressive vocabulary. Goal 53: Children demonstrate progression in grammar and syntax.	Goal 48: Children demonstrate the meaning of language by listening. Goal 52: Children use expressive vocabulary. Goal 53: Children demonstrate progression in grammar and syntax. Goal 61: Children demonstrate knowledge and use of letters and symbols.	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Goal 62: Children use writing skills and demonstrate knowledge of writing conventions. Goal 63: Children use writing for a variety of purposes.	L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Begins in 2nd grade	L.K.3. (Begins in grade 2)
Goal 54: Children demonstrate comprehension and meaning in language.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 59: Children demonstrate comprehension of printed materials and oral stories. Goal 54: Children demonstrate comprehension and meaning in language.	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
Goal 53: Children demonstrate	Goal 1: Children show curiosity and interest in learning and experimenting.	L.K.5. With guidance and support

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progression in grammar and syntax. Goal 54: Children demonstrate comprehension and meaning in language.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 53: Children demonstrate progression in grammar and syntax. Goal 54: Children demonstrate comprehension and meaning in language.	from adults, explore word relationships and nuances in word meanings.
Goal 53: Children demonstrate progression in grammar and syntax. Goal 54: Children demonstrate comprehension and meaning in language.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 47: Children demonstrate understanding and appreciation of creative arts. Goal 53: Children demonstrate progression in grammar and syntax. Goal 54: Children demonstrate comprehension and meaning in language.	L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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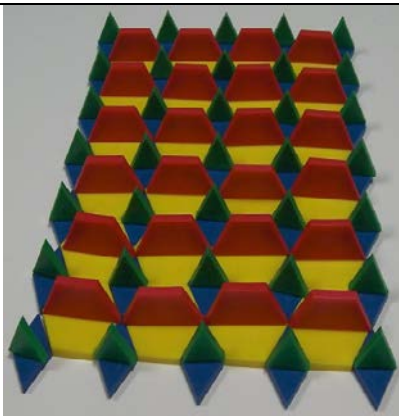
Idaho Core Mathematics Crosswalk to the Idaho Early Learning eGuidelines

36 months through Kindergarten

Idaho Core Mathematical Standards are primarily encompassed in Domain Four, General Knowledge, Subdomain, Mathematics and Numeracy, Goals 39-41. Mathematics has a language structure that is also supported in Domain Five, Communication, Language and Literacy. The ELG to Idaho Core Crosswalk alignment offers a one-to-one relationship in addition to providing qualitative alignment across applicable domains.

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	Mathematics » Counting & Cardinality	
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.CC.1. Count to 100 by ones and by tens.
	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Goal 18: Children demonstrate strength and coordination of small motor muscles. Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. Goal 57: Children demonstrate awareness of letters and symbols.	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Goal 39: Children demonstrate understanding of	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.CC.4. Understand the relationship between numbers

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numbers, ways of representing numbers, relationships among numbers, and number systems.		and quantities; connect counting to cardinality.
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. Goal 52: Children use expressive vocabulary.	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹
	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

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Mathematics » Operations & Algebraic Thinking



Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
 Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.
 Goal 51: Children use receptive vocabulary.
 Goal 52: Children use expressive vocabulary.
 Goal 57: Children demonstrate awareness of letters and symbols.

K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
 Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.
 Goal 51: Children use receptive vocabulary.

K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.
 Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 =$

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		4 + 1).
	Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
	Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	K.OA.5. Fluently add and subtract within 5.
	Mathematics » Kindergarten » Number & Operations in Base Ten	
		K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$);

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		understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	Mathematics » Measurement & Data	
Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 52: Children use expressive vocabulary.	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Goal 40: Children demonstrate understanding of measurable attributes of	Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge. Goal 40: Children demonstrate understanding of measurable attributes of	K.MD.2. Directly compare two objects with a measurable attribute in common, to see

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objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them.	objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 52: Children use expressive vocabulary.	which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them.	Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time). Goal 42: Children observe, describe, and collect information by exploring the world around them.	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1

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	Mathematics » Geometry	
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. Goal 42: Children observe, describe, and collect information by exploring the world around them.	Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge. Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. Goal 42: Children observe, describe, and collect information by exploring the world around them. Goal 52: Children use expressive vocabulary.	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.	Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving. Goal 52: Children use expressive vocabulary.	K.G.2. Correctly name shapes regardless of their orientations or overall size.
Goal 41: Children demonstrate understanding of patterns, relations, and		K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional

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functions used to organize their world and facilitate problem solving.		("solid").
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.	Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge. Goal 52: Children use expressive vocabulary.	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.	Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play. Goal 18: Children demonstrate strength and coordination of small motor muscles.	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.		K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"